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AUTHOR	Mantell, Arlene
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ABSTRACT

Designed to measure ability to choose rules of Standard English and Black English as they are appropriate to a situational context, the test consists of twenty items. It is an untimed group test, with reading assistance available if necessary from the examiner. Thirteen of the items present a situational context, requiring the subject to choose the more appropriate of two possible sentences; five items ask the subject to reply to a situational context; and two other items present a sentence and ask the subject to make an appropriate response. Of the twenty items, twelve require a response in Standard English and eight require a response in Black English. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Standard English as a Second Language or Dialect), title, author, date, and age range (intermediate), and describes the instrument's purpose and physical characteristics.] (RB)

NCTE Committee on Research

The Research Instruments Project (TRIP)

ED 091716

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CS 201321

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
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Category: Standard English as a Second Language or Dialect

Title: "Test of Language Judgment"

Author: Arlene Mantell

Age Range: Intermediate

Description of Instrument:

Purpose - To measure ability to choose rules of standard English and Black English as they are appropriate to a situational context.

Date of Construction - 1971

Physical Description - The test, which requires approximately 30 minutes to administer and five minutes to score, consists of twenty items. It is an untimed, group test, with reading assistance available if necessary from the examiner. Thirteen items present a situational context and ask the subject to choose the more appropriate of two possible sentences. For these items, one or more grammatical elements were translated into both Black English and standard English. Five items present the subject with a situational context and ask him to devise a reply. Two other items present a sentence and ask the subject to make an appropriate response. Of the twenty items, twelve require a response in standard English and eight require a response in Black English.

Sample Items:

7. If you were speaking informally to a friend, which would you say:

   a. Does Jane like this hat?
   b. Do Jane like this hat?

10. You are talking to the school librarian, telling her your friend's opinion of a book she checked out yesterday. Fill in the appropriate past tense, using the verb, to say.

    She _____, "I liked the pictures in Stevie."

6. You want to ask the teacher if you and your friend can go to the auditorium to practice some songs. What would you say? Write your answer here (at least one sentence):

_____

_____

_____

18. Somebody asks you: You gonna do your homework?

Supply the appropriate answer here (More than one word, please!): _____

_____

_____

Validity, Reliability and Normative Data:

The test has both content and construct validity. Grammatical elements tested are mentioned throughout the literature and are identical to those appearing in Education Study Center Bidialectal Task (Baratz). Standard constructions include third person verb agreement, use of the copula, negation, past marker, possessive marker, and use of the verb to do. Black English constructions include third person verb marker, zero possessive marker, use of be, do and semantic elements ain't and got. In addition to the guidelines provided by the literature and the Bidialectal Task itself, the test was submitted to a panel of experts in the field of Black dialect for review. The results of a study of four fifth grade classes show that the instrument did distinguish between experimental and control groups on the factor of language judgment. A Kuder-Richardson reliability coefficient was computed which yielded 0.70 for an n of 88.

Ordering Information:

EDRS

Related Documents:

Mantell, A. An assessment of two curriculum strategies for increasing bidialectal proficiency of speakers of non-standard dialect in the fifth grade in the New York metropolitan area. New York University, 1972, 157p.

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Arlene Mantell

Test of Language Judgment

Student's name:_____ Teacher:_____

Directions: If a choice is given, please circle whichever answer you choose. For questions where you are asked to fill-in the blanks, please write the answer in the space provided.

1. You are talking to the Principal of the school. Which of the following two sentences would you choose?

   a. She have to go home.
   b. She has to go home.

2. You are talking to your friend. Which of the following two sentences would you choose?

   a. He doesn't want to go to the ball game.
   b. He don't want to go to the ball game.

3. Which sentence contains two negative words?

   a. She ain't got no money.
   b. She doesn't have any money.

4. Which of the sentences above would you use if you were talking to the Principal of the school?

   a. She don't got no money.
   b. She doesn't have any money.

5. Which of these sentences is written in formal language and could be used with the Principal of the school?

   a. She is jealous.
   b. She jealous.

6. You want to ask the teacher if you and your friend can go to the auditorium to practice some songs. What would you say?

   Write your answer here (at least one sentence):_____

_____

_____

7. If you were speaking informally to a friend, which would you say?

   a. Does Jane like this hat?
   b. Do Jane like this hat?

8. Give the appropriate answer to this question:

   She coming?

   Write your answer here--use at least three words, please:

_____

9. If you were speaking formally to the Principal of the school, which sentence would you choose:

   a. Tom likes to go on trips.
   b. Tom, he like to go on trips.

10. You are talking to the school librarian, telling her your friend's opinion of a book she checked out yesterday.

    Fill-in the appropriate past tense, using the verb, to say.

    She _____, "I liked the pictures in Stevie."

11. You are talking to the Principal of the school, saying that you have no wish to go to the cafeteria. Fill-in the appropriate negative:

    I_____to go to the cafeteria.

12. If you were talking to the teacher, which sentence would you choose:

    a. Robert unb ella, it be lost.
    b. Robert's umbrella is lost.

13. If you were talking to your friend, informally, which sentence would you choose:

    a. Robert wants to come.
    b. Robert want to come.

14. Suppose the teacher asks you this question:

    Why are you looking at me like that?

    Make up the answer that you would give to her. Write the answer here (at least one sentence):

_____

_____

15. You are speaking informally to your friend. You are telling her what another friend mentioned a week ago. Which would you say:

    a. She say she want to come.
    b. She said that she wanted to come.

16. You are speaking to the Principal of the school. Which would you say:

    a. He have no pencil to write with.
    b. He has no pencil to write with.

17. You are speaking to the teacher, formally. Which would you say:

    a. Susan work with her brother to clean up the house.
    b. Susan works with her brother to clean up the house.

18. Somebody asks you:

    You gonna do you homework?

    Supply the appropriate answer here: (More than one word, please:)_____

    _____

19. You are talking informally to your friend about not wearing John's hat. Fill-in the appropriate negative: (Use verb, to wear.)

    I _____his old hat.

20. If you were talking to the teacher, which would you choose:

    a. Carol doesn't like to go to the movies.
    b. Carol don't like to go to the movies.